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ABSTRACT

A survey was conducted of the number and location of two-year institutional changes that occurred in 77 two-year colleges between the academic years 1962-63 and 1971-72. The extension of 77 junior colleges into four year colleges over the past ten years is discussed. Over 40% of the institutions were church-related, and almost 75% were coeducational. Almost half of the extended colleges had under 500 students. Over 66% of the institutions operated on the semester calendar and most were regionally accredited. (RS)

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UPPER EXTENSION OF TWO-YEAR COLLEGES--THE 10 YEAR LOOK: 1963-1972

Introduction

Legislation involving either the establishment or reorganization of two-year college systems has recently been passed in several states. Accompanying the creation or expansion of these post-secondary institutions is the frequent assumption that the junior college has been a very unstable institutional format. This rapidly expanding segment of American higher education has often been confronted with the allegation that it often seeks transformation to a four-year college status.

It was assumed that the results of an investigation into this allegation would be of interest and value to educational planning agencies, professional organizations, researchers-scholars, and the boards of trustees, administrative personnel, and faculty currently involved with the two-year college movement in this country. Thus, an investigation into the recent activity and characteristics of two-year colleges that sought academic extension during the period 1962-63 through 1971-72 is the focus here. To arrive at a conclusion about the occurrence of vertical extension of such institutions, the following questions were posed: Has a rapid expansion of two-year college elevation taken place in the past ten years? Does a combination or frequency of certain characteristics such as type of institutional control, student enrollment, or accreditation appear disproportionately in institutions involved in academic enlongation? In essence, is the junior college guilty of a propensity of seeking an upper academic format? These questions will be examined following a section on

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survey procedures, a review of the related literature, and a report on institutional characteristics.

Procedures of the Study

This survey reports on the number and location of two-year institutional changes that have occurred in 77 two-year colleges during 1962-63 through 1971-72. Also, institutional information has been profiled on the basis of these characteristics: (1) institutional control, (2) student body, (3) enrollment category, (4) academic calendar and, (5) regional accreditation. Curricular changes involved in the transitions would have been a valuable area to include. Unfortunately, the comparison of curricular transformations was not possible since the categories used by the United States Office of Education (USOE) to designate the highest level of training offered by an institution was changed from eleven to five in 1968-69.

Institutions included in this study were identified from the annual issues, 1962-63 through 1971-72 of the Education Directory, Higher Education (designated as "Part 3" until 1968-69) prepared by the USOE. The directory section listing "institutions reclassified" was reviewed and then a roster was made of transformed two-year institutions. The Education Directory for the year 1968-69 did not contain such a section but data was supplied by the National Center for Educational Statistics of the USOE.

A larger number of previous two-year institutions in operation during the ten year period would have been included if the criteria for selection had been extended to include all institutions listed in the USOE directories that once offered two years but less than four years of academic work. Institutions not typically recognized as junior colleges--Bible institutes,

seminaries, military schools, proprietary, and other single purpose professional and technical schools--were excluded from this survey. It is also important to note that no attempt was made to identify or analyze from the data presented any reasons underlying the changes in academic status of the profiled institutions.

The USOE maintains a policy of continuing a two-year classification for an institution until it has conferred baccalaureate degrees, not when the institution announces the change and has begun offering a higher level of instruction. Due to the possible influence of the pending higher curricular offerings affecting characteristics like the kind of student body, college enrollment, or academic calendar, information on the included institutions was gathered from the preceding directory, e.g., profile data on the institution that changed from a two-year status during 1971-72 were collected from the 1970-71 Education Directory.

Review of Literature

Brumbaugh[1] wrote in a 1966 SREB research monograph that "The reasons for the changes from junior to senior college status have not been studied systematically." During the same year, Morrison[2] added that "Possibly no subject in administrative organization is more deserving of close and careful study than the criteria needed for change from two-year to four-year colleges." Patterson,[3] as recently as 1970, stated that "There is very little written about what is involved when a community college moves toward a 4-year institution. This leaves people facing a pioneering effort because the experiences of others have been so infrequently recorded."

While the professional literature is somewhat fragmentary, a search did reveal several surveys, studies, and observations related to the process

of academic extension. Eells and Martorana[4,5] published two articles in 1956 closely related to the topic of upward extension. In analyzing the number of junior colleges that became senior colleges during the span of 1945-1956, the co-authors found some 91 junior colleges, approximately eight per year, became senior institutions. The other article dealt with an analysis of curricular changes which occurred in the transition. Eells, in an unfinished study conducted in 1962, recorded that almost 400 two-year colleges were established in the 1940s and 1950s. Of that total eight percent, or 32 institutions, all privately controlled, had become four-year campuses.

Reynolds[6] cited the period elapsing between publication of the 5th and 6th editions of American Junior Colleges (1960-1964) as having produced 31 junior colleges that became four-year colleges. Of that number six were independent and 13 were church-affiliated junior colleges; the remainder were under public support. The most comprehensive study as of 1965 was conducted by Schultz and Stickler.[7] Included in their analysis of all levels of institutions undergoing the vertical extension process was identification of aspects of institutional operations that may have been significant in the decision and its subsequent success. The findings of their pilot study covered the period 1953-54 through 1963-64 during which 319 institutions were identified as having undergone academic reformation. Included in that total were 72 junior colleges of which 11 were public, 23 independent, and 38 church-related institutions.

Hughes[8] reported on seven church-related two-year colleges that made an academic extension during the period of 1955 to 1966. He concentrated on reporting the impact of curricular changes in these transcending institutions. A summary of institutional transitions for

the period 1956-1966, prepared by the National Science Board[9] in 1969, revealed that 75 two-year institutions had moved to the status of a four-year college. Morrison[10] found that 81 of the 656 two-year colleges in existence during the three year period 1962-1965 were reclassified as four-year institutions; all but four were under private control. Bill[11] used information from the Education Directory spanning the years 1946-1967 that dealt exclusively with curricular shifts in upward extending junior colleges. Beeler[12] described nine characteristics about the 72 extending two-year colleges identified during the period 1958-59 through 1967-68. His study of former junior colleges revealed that 21 had been under public auspices, 16 under independent sponsorship, and 35 under church support. In 1971, Hodgkinson[13] reported that 89 two-year colleges had become four-year colleges during the span of 1948 and 1968. That number represented about eight percent of the total sample eligible for upward gravitation.

Several institutional case studies have been conducted to provide an analysis of the steps involved in the change of status of a two-year college. Merrill,[14] using Jacksonville University (Florida) as a case study in 1957, attempted to establish criteria for the successful transition of that then private junior college into a private senior-level institution. Dawson[15] gave an accounting of the procedures followed by Colorado Woman's College in its return to a four-year college status in 1960. Smith[16] conducted an investigation into Spring Arbor Junior College (Michigan) which became a four-year liberal arts institution in 1963. Roueche,[17] completed in 1964 a case study of Mars Hill College (North Carolina) and described its transition from a private denominational institution to a senior liberal arts college in 1962.

Schroeder[18] in 1966 studied ten institutions to determine internal and external factors that influenced those two-year colleges to seek expansion. He categorized the problems encountered under eight areas and issued 37 guidelines for two-year colleges contemplating an upward move. More recently, Gott[19] sought to determine to what extent functions of two junior colleges continued to be performed in the new academic format and identified factors that seemed to mitigate for and against continuation of those functions.

The deliberations about the desirability of two-year institutions to seek a higher status included observations based on both research and intuition. Horn[20] in 1953 expressed the opinion that pressures of junior college faculties "to achieve greater academic respectability" was an important contributing factor in bringing about the transition of junior colleges to senior college status. Medsker[21] in 1960 reported a survey of the attitudes of a nation wide sample of faculty members at 74 previous two-year colleges concerning the conversion of their institution to four-year status. Contrary to Horn's contention, almost two of every three faculty members would have preferred to have their institution remain as a two-year college. Montgomery[22] later found that an even smaller proportion of faculty members in Florida community colleges would accept the idea of seeing their institution become a senior college. McConnell[23] contended in 1962 that the process of upward extension was largely motivated by a desire for professional status and prestige. He acknowledged the well known "hierarchy of educational prestige and value" in which "their seems to be some kind of 'pecking order' of public prestige." Blocker, Plummer, and Richardson[24] stated in 1965 that a weakness in state legislation is "the lack of a decision

regarding the transformation of two-year colleges to four-year colleges." By 1971 Dunham[25] expressed that "One good reason for the lack of expansionist sentiment among community college people today is the success of the junior college movement itself. It now has achieved momentum and status of its own and there is no great need to mimic the state colleges."

The preceding review of the professional writings shows an increased activity in the study of the process of upward gravitation in institutions of higher learning. There likely is no one set of guidelines and policies concerning academic elevation which could be universally applied to all institutions in all states. The educational purposes and indigenous qualities of each institution need to be considered on their own merits. However, the availability of research studies and other systematic appraisals into academic transformations such as those reported here could benefit institutions that are considering such an activity. To ignore these retrospective analyses and studies of two-year institutions that have undergone an upward transition would be a serious omission.

Characteristics of Two-Year Colleges Undergoing Academic Extension

Table 1 deals with the classification, by academic year and location by state, of the 77 selected junior colleges included in this ten year survey. A range of 18 (1967-68) to one (1971-72) institutional transformations can be observed. Thirty states plus the Canal Zone, District of Columbia, and the Virgin Islands were involved in at least one instance of upward extension. Seventeen geographic units contributed only one institution to the total for the decade. The highest number of transformations to occur in any state in a single

year was four (Georgia, Missouri, North Carolina, and Pennsylvania). In only seven cases did a state provide more than one reclassified institution within the same year. The highest number of different states affected in any given year was in 1967-68 when 14 states contributed at least one transformed institution. North Carolina led all others with nine institutional gravitations, including activity in seven different years, during the ten year period. Georgia, Missouri, Pennsylvania, Texas, and Virginia followed next with five each. For the ten year period, then, the survey revealed that an average of 7.7 institutional annually sought academic elongation.

Table 2 provides data on the two-year institutions based on the characteristics of (1) type of control, (2) type of student body, (3) enrollment category, (4) academic calendar and, (5) regional accreditation for the period 1962-63 through 1971-72.

(1) Type of control. Slightly over 40 percent of transformed institutions were operated under denominational auspices. The number of institutions affected that were under public and independent sponsorship was very similar with 23 and 22 institutions respectively. The highest number of institutions affected in upward extension in a single year, by type of control, was eight for public (1967-68) and seven for both the independent (1969-70) and church-related (1967-68) colleges. All three institutional types had at least two years when they yielded no two-year institutions to a four-year status. In five different years the annual list of upward transfers included at least one from each institutional type of control.

(2) Type of student body. Nearly three out of four institutions involved in vertical extension had a coeducational student body enrolled on its campus. A coeducational two-year college was involved in every year except for 1971-72 with a range of two (1962-63) to 15 (1967-68). Only four all-male student campuses were involved in upward extension with each in a different year and none in the past five years. The all-female colleges were involved in one out of every five institutional transformations with a high of four (1963-64) and a contribution in every year except for 1966-67.

(3) Enrollment category. Nearly 43 percent of the campuses (33) involved in academic extension had under 500 students enrolled and this enrollment range was involved in institutional elongation in all but one year (1970-71). Two out of every three (52) of the revised institutions had an enrollment of less than 1,000 on their campuses when the 19 junior colleges in the 500-999 enrollment range were added. Eleven of the total 77 institutions had between 1,000-1,499 students when they sought a change in status. Seven institutions were found in the 1,500-1,999 and over 2,000 enrollment ranges with no more than three junior colleges involved in elevation in either category in a given year.

(4) Academic calendar. Slightly more than two thirds of the surveyed institutions (53) operated on the semester calendar system at the time of their academic transformation. A two-year college using that calendar was involved in upward extension in all but one year (1971-72). Eighteen two-year institutions were on the quarter calendar format preceding their shift in status, while six institutions had a trimester program in operation at that time.

(5) Regional accreditation. The geographic distribution of the affected institutions, using the boundaries of the six regional accrediting associations, revealed that slightly less than one third (25) were concentrated in the Southern Association. The highest number of institutional transfers located in any association in one year was six from the Southern Association. The large area covered by the North Central Association contributed 12 former two-year institutions. Only the Southern and North Central Associations had an incidence of more than one institution contributed in any given year. Six institutions during their transformation were located in the region of the Middle States Association. Only three affected colleges were in the area of the New England Association and none since 1967-68. Just two former junior colleges were located in the territory of the Western (none since 1965-66) and Northwest Associations (none since 1967-68) at the time of their upward move. One third (27) of the total institutions surveyed were without regional accreditation. Only two years (1965-66 and 1970-71) saw no unaccredited two-year colleges involved in upward extension. A high of six unaccredited junior colleges transferred to a four-year status during the years of 1967-68 and 1969-70.

Modal Institution

The modal former two-year institution would have undergone an upward change beginning with the 1968-69 academic year. The hypothetical institution would have been under church affiliation and not have been accredited by a regional accrediting association. The newly transformed college would have been located in North Carolina, and on its campus would have been less than 500 men and women attending classes on the semester academic calendar system.

Summary and Conclusion

The purpose of this study was to provide data on the annual number and location of selected two-year colleges that became four-year institutions during the ten year period of 1962-63 through 1971-72. Other descriptive institutional data reported included a breakdown of the 77 institutions by type of control, type of student body, enrollment category, academic calendar, and regional accreditation. This information was reported from the annual issues of the USOE Education Directory, Higher Education. No attempt was made to determine or analyze factors from the data that contributed to the upward extension of those institutions. However, a review of the professional writings on the topic of two-year transitions did produce some source information that would likely be helpful to institutions considering such a move.

In the introduction three primary questions were posed regarding the rate of change of former two-year colleges, characteristics of two-year colleges that had reached four-year status, and the overall propensity of the junior college to actively seek academic elevation. Question one: Has a rapid expansion of two-year college elongations taken place in the past ten years? This survey reported that 77 two-year institutions, an average of 7.7 annually, became four-year colleges. This average is substantially consistent with the annual average found in the literature review on upward extending institutions. Earlier surveys were by Eells and Martorana (average of 8), Reynolds (average of 7.7), Schultz and Stickler (average of 6.5), National Science Board (average of 6.8), Beeler (average of 7.2), and Hodgkinson (average of 4.4). These surveys covered differing lengths of time and were conducted over the past 17 years and included data on upward extending

two-year institutions since 1945. In the decade surveyed in this report the overall average of 7.7 annual upward extensions was exceeded during five of the yen years. However, the annual average number of colleges affected declined during each of the last five years from a high of 18 in 1967-68 to only one in 1971-72.

The second question dealt with the frequency of appearance or combination of institutional characteristics such as type of control and student enrollment in academic elongation. The number of institutions affected that were under church-related control was at a proportion higher than the percentage of such colleges in the overall total during a like span of years. A disproportionately high percentage of campuses with enrollments under 500 were also reported when compared to a similar breakdown of statistics for all two-year colleges. More than one out of every three of the institutions in the survey did not hold regional accreditation. That proportion was below the level of regional accreditation held by two-year colleges in general during the same ten year period. It can be stated that based on the data reported here, that the combination of the institutional characteristics of church-affiliated control, enrollment of under 500 students, and lack of regional accreditation were present in a proportion different than that found in two-year colleges in general during a similar period of years.

The final question had to do with whether the junior college is actually guilty of the propensity of seeking a higher academic format. The percentage of two-year colleges eligible annually for transformation that actually followed that pattern has not been provided here. It is well known, however, that the total number of two-year institutions has increased regularly each year since the first year of the survey, 1962-63.

Meanwhile, the number and percentage of two-year institutions affected in upward transtions has decreased in each of the last five years. In conclusion, then, from the data presented in Table 1 dealing with the annual number of transformations and the confirming nature of the related literature, it would be difficult to describe the two-year college as an institution that actively and consistently seeks academic extension to a four-year college status.

Discussion

Several factors have contributed to the number of junior colleges that sought four-year status during the past decade. In some instances institutional elevation has been a part of a state wide master plan for higher education. Considering the overall development of the public sector of higher education in each state, it may have seemed more appropriate and economical to add the upper division years to an established junior college than to initiate a new four-year campus to service basically the same geographic region and population.

The development of a new institutional type may have contributed to the decline of two-year college extensions. The upper division college offers just junior and senior year instruction although some also provide graduate education. This institutional type is a relatively recent format and has gained prominence in states that also have well developed junior college systems such as Florida, Illinois, and New York. Altman, in his 1970 book The Upper Division College, reported that at least eight new upper level colleges had reached various stages of legislative or state board approval and six other states had begun consideration of establishing such institutions.

The recent financial pinch found in higher education also may have contributed to the decline in two-year colleges seeking upward academic status. Increased library holdings, a more qualified and specialized faculty for the expanded curriculums, increased student services, and more administrators (thus increasing the appearance of Parkinson's Law), and some expansion or rehabilitation of physical plant are all obvious factors that accompany the addition of upper divisional studies for which additional monies would have be be found. State higher education planning boards and their counterparts are not presently in a position to expand instructional programs since they are simultaneously faced with major problems like reducing or maintaining current levels of operating budgets, avoiding the release of faculty, and keeping the raises in student tuition to a minimum.

Perhaps the other part of the explanation for decreased activity in institutional elevation lies in the maturity of the two-year college. As has been true historically with all institutional types, the junior colleges have had to build constituent support for its institutional purposes and prove the worth of its existence. The two-year college, a twentieth century phenomenon, has increasingly gained an academic respectability and status of its own. The expanded commitment of these institutions to their educational objectives has accelerated their overall stability. These advances have lessened the desire on the part of two-year colleges to become a part of an older more established form of higher education--the four-year college. In short, it would appear that junior college constituences feel a more complete identity of their own and are gaining in their goal of being recognized as a permanent and full partner in the post-secondary educational scene.

Table 1: Academic extension of former two-year institutions by academic year and location by state, 1962-63 through 1971-72

State	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	Totals
California	0	0	1	1	0	1	0	0	0	0	3
Canal Zone	0	0	0	0	0	0	0	0	1	0	1
Colorado	0	0	1	1	0	0	1	0	0	0	3
Connecticut	0	0	1	0	0	0	0	0	0	0	1
Dist. of Col.	1	1	0	0	0	0	0	0	0	0	2
Florida	0	0	0	0	0	0	1	0	0	0	1
Georgia	0	0	0	0	1	3	0	0	1	0	5
Idaho	0	0	0	0	0	1	0	0	0	0	1
Illinois	0	0	0	0	0	0	0	1	0	0	1
Kansas	0	1	0	0	0	0	0	0	0	0	1
Kentucky	0	1	0	0	0	0	0	0	0	0	1
Louisiana	0	0	0	0	0	0	1	0	0	0	1
Maine	0	2	0	0	1	0	0	0	0	0	3
Massachusetts	1	0	0	0	0	0	0	1	0	1	3
Michigan	0	0	0	1	0	0	0	1	0	0	2
Minnesota	0	0	1	0	0	0	0	0	0	0	1
Missouri	0	1	0	0	0	3	1	0	0	0	5
Nebraska	0	0	1	0	0	0	0	0	0	0	1
New Hampshire	0	0	0	0	0	1	0	0	0	0	1
New Jersey	0	0	0	1	0	1	0	0	0	0	2
New York	1	0	0	0	1	1	0	0	0	0	3
North Carolina	0	1	1	3	1	1	1	0	1	0	9
Oklahoma	1	0	0	0	0	1	1	0	0	0	3
Ohio	0	0	0	0	0	0	1	0	0	0	1
Pennsylvania	0	0	1	0	0	1	0	3	0	0	5
Rhode Island	0	0	0	0	0	0	0	1	0	0	1
South Carolina	0	0	0	0	0	1	0	0	0	0	1
Tennessee	0	0	0	0	0	0	1	0	0	0	1
Texas	0	0	0	0	1	1	2	0	1	0	5
Utah	0	0	1	0	0	0	0	0	0	0	1
Vermont	0	0	0	0	0	0	0	0	0	0	1
Virgin Islands	0	0	0	0	0	1	1	0	0	0	2
Virginia	0	1	1	0	0	1	0	2	1	0	5
Totals	4	8	9	7	5	18	11	9	5	1	77

Table 2: Characteristics of former two-year institutions by type of control, type of student body, enrollment category, academic calendar, regional accreditation, 1962 through 1971-72

Characteristic	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	Total
Type of Control											
public	0	1	2	3	3	8	4	0	2	0	23
independent	3	2	2	0	2	3	2	7	0	1	22
church-related	1	5	5	4	0	7	5	2	3	0	32
Type of Student Body											
men	1	0	1	0	1	1	0	0	0	0	4
women	1	4	1	1	0	2	2	3	1	1	16
coeducational	2	4	7	6	4	15	9	6	4	0	57
Enrollment Category											
under 500	2	7	4	2	2	6	5	4	0	1	33
500-999	2	1	3	2	2	5	0	2	2	0	19
1,000-1,499	0	0	0	2	0	2	4	1	2	0	11
1,500-1,999	0	0	1	0	1	3	0	1	1	0	7
over 2,000	0	0	1	1	0	2	2	1	0	0	7
Academic Calendar											
semester	3	8	5	5	4	12	7	5	4	0	53
trimester	0	0	2	0	0	1	0	2	0	1	6
quarter	1	0	2	2	1	5	4	2	1	0	18
Regional Accreditation											
Southern	0	2	1	3	3	6	4	2	4	0	25
North Central	0	1	3	2	0	4	2	0	0	0	12
New England	1	1	0	0	0	1	0	0	0	0	3
Middle States	0	1	1	1	1	0	0	1	1	0	6
Western	0	0	1	1	0	0	0	0	0	0	2
Northwest	0	0	1	0	0	1	0	0	0	0	2
No regional accreditation	3	3	2	0	1	6	5	6	0	1	27

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